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The Views Of Teachers Towards Perception Of Discipline In Schools

Celal Teyyar Ugurlu^{a*}, Kadir Beycioglu^b, Yasar Kondakci^c, Mehmet Sincar^d, M.Cevat
Yildirim^e, Niyazi Ozer^f, Aziz Oncel^a

^aFaculty of Education, Sivas Cumhuriyet University, Turkey

^bFaculty of Education, Izmir Dokuz Eylul University, Turkey

^cFaculty of Education, Ankara Orta Dogu Teknik University, Turkey

^dFaculty of Education, Gaziantep University, Turkey

^eFaculty of Education, Mardin Artuklu University, Turkey

^fFaculty of Education, Malatya Inonu University, Turkey

Abstract

Describing the perception of discipline for teachers from teachers' perspectives constitutes the purpose of this study. For that purpose, answers for the questions below have been sought: *i.* What does perception of discipline mean to you? *ii.* What does perception of student discipline mean to you? *iii.* What is your sense of discipline you want to constitute at school? In this qualitative study, "case study model" has been used. For this purpose, 20 teachers from 10 elementary institutions (secondary and primary) have been interviewed in the manner of reflecting the diversity of individuals, who may be a party to the studied problem, at maximum level. In our study where we have taken a look at teachers' perceptions of the perception of discipline at schools: The overall influence of the perception of discipline on teachers, our teachers' general views on student discipline, the differences of the disciplined and undisciplined students have been put forward. It has been understood that among our teachers' views on the perception of discipline, the categories of order, rules, volunteering and autonomy have been of the utmost priority.

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* Aziz Oncel. Tel.: +05057714434.

E-mail address: cugurlu@cumhuriyet.edu.tr

1. Introduction

Discipline can be defined as the individual's withdrawal from undesired behaviours to perform the desired behaviours (Evertson and Emmer, 1982). To put it in another way, discipline is used in the meaning of "order" "regularity", too (Gungor, 2014). One of the roles of teachers in classroom is to ensure classroom discipline. The use of expression "order" is considered more appropriate in (Basar, 2008). As the key of effective classroom management (Ugurlu, 2014), teachers are required to have knowledge of the terms and theories related to discipline. There exists different strategies for teachers to develop and implement in association with undesired student behaviours. Each discipline problem shapes decisions and implementations of teachers towards discipline. When it is considered that education is the process to sustain desired behaviour change in students, it can be said that discipline, too, recalls a similar meaning. Classroom discipline is considered as the key for effective learning and teaching.

Describing the perception of discipline for teachers from teachers' perspectives constitutes the purpose of this study. For that purpose, answers for the questions below have been sought: *i.* What does perception of discipline mean to you? *ii.* What does perception of student discipline mean to you? *iii.* What is your sense of discipline you want to constitute at school?

2. Method

In this qualitative study, "case study model" has been used. This study aims to illuminate a certain case. Out of intentional sampling methods, the maximum diversity sampling has been used. For this purpose, 20 teachers from 10 elementary institutions (secondary and primary) have been interviewed in the manner of reflecting the diversity of individuals, who may be a party to the studied problem, at maximum level

Out of interview methods, the standardized open-ended interview technique has been used in order to collect the data for the study. In the interview form prepared by the researcher, attention has been paid not only to the questions being easy to understand, open-ended and flexible but also not being directive for the participant. In the course of questions being prepared, a literature review has been made in contemplation of "how should the best opinions related to the subject be taken?" and then the questions have been prepared by the researcher.

In data collection process, the interviews made with teachers who constitute the study group have been carried out in face to face manner. The interviews have been recorded by taking notes from the participants and the notes taken have been confirmed by being read back with the participant. During the interviews, situations which could be directive for teachers, or affect the data collection process negatively have been avoided. The data collected in the study has been resolved by content analysis technique.

3. Findings

This section focuses on the views of teachers towards perception of discipline, perception of student discipline, and the expectations about parent, school management, teacher and family-environment elements in constituting discipline in schools.

3.1. Views towards perception of discipline

Under this title, the distribution of the frequencies has been shown in Table 1 by dividing views of teachers towards "perception of discipline" into themes and categories.

Table 1. Views of teachers towards "perception of discipline"

Theme	Categories	f	%
Meaning of the perception of discipline	Order	21	18,75
	Rules	20	17,85
	Volunteering	8	7,14
	Self-control	6	5,35
	Desired Behaviors	5	4,46
	Awareness	5	4,46

Lovingly Approach	5	4,46
Elimination of Problem	4	3,57
Adaptation to Social Life	4	3,57
Respect	4	3,57
Intentional Regulations	3	2,67
Responsibility Awareness	3	2,67
Politeness	3	2,67
Understanding Way	3	2,67
Providing Continuance of Running	2	1,78
Determination	2	1,78
Being far from Extremes	2	1,78
Consistency	2	1,78
Universal Ethic Values	2	1,78
Rational Authority	1	0,89
Precondition of Success	1	0,89
An Interactive Process	1	0,89
Being Ethic	1	0,89
Compassion	1	0,89
Empathizing Ability	1	0,89
Life Style	1	0,89
A Military Structure	1	0,89
Total	112	100

As seen in Table 1, the highest frequency for the views of teachers towards perception of discipline has been the category “Order” (f=21). This view is followed closely by the category “Rules” (f=20). The category “Volunteering” follows these two categories by about a %10 gap (f=8). And the lowest frequency has been noted down for the categories “Rational Authority”, “Precondition of Success”, “An Interaction Process”, “Being Ethic”, “Compassion”, “Empathizing Ability”, “Life Style” and “A Military Structure” (f=1).

Some of the views of teachers towards perception of discipline are like this :

In my opinion, the perception, or sense of discipline is defined as intentional regulations, and the rules which are legislated, or should be obeyed in order the things to work better as desired and to provide continuance of running; constituted by the authority at times and by the person himself at times. “T1”

Discipline is an organised, planned, ambitious and determined work to accomplish the objectives. It involves the elimination of problems possible to occur tahtaway without causing damage to the study carried out.(.....) discipline is based upon the basic “volunteering”. (.....) Discipline is an individually intrinsic process. But it is an external and interactive process in social terms.”T7”

To me, discipline is one’s taking other person into consideration,too, and being able to empathize. “T10”

3.2. Views Towards Perception of Student Discipline

Under this title, the distribution of the frequencies has been shown in Table 2 by dividing views of teachers towards “perception of student discipline” into themes and categories

Table 2. Views of teachers towards “perception of student discipline”

Themes and Views		f	%
Student Discipline	Adaptation to School Rules	14	5,6
	Awareness for Responsibility	12	4,8
	Lovingly Approach	10	4,0
	Order	6	2,4
	Consciousness of Being Student	4	1,6
	Considerateness	4	1,6
	Self-control	2	0,8
	Self-judgement	1	0,4
	Having Objectives	1	0,4
	Process of Growing in Maturity	1	0,4
	Desired Behaviours	1	0,4
	Maintaining a Standard of Living	1	0,4

<i>Disciplined Student</i>	Self-realisation	1	0,4
	Aware of Responsibilities	21	8,5
	Respectful	19	7,7
	Planned	10	4
	Tidy	10	4
	Obeys Rules	8	3,2
	Does not Lie	8	3,2
	Has Strong Communication	5	2
	Model Behaviour	5	2
	Kind	2	0,8
	Aims Self-realisation	2	0,8
	Adaptable	2	0,8
	Consistent	1	0,4
	Tries to Increase Life Standards	1	0,4
<i>Undisciplined Student</i>	Irresponsible	17	6,9
	Disrespectful	16	6,5
	Lies	11	4,4
	Has Bad Habits	9	3,6
	Does not Care of Appearance	8	3,2
	Does not Use the Time	8	3,2
	Violator	6	2,4
	Abuses Good Intentions	5	2
	May Have Tendency to Violence	4	1,6
	Revenge of Hatred Feelings	4	1,6
Total	Loser in Their Decisions	3	1,2
		246	100

As seen in Table 2, the views of teachers towards student discipline have been evaluated under three categories. The highest frequency for the category “Student Discipline” has been the theme “Adaptation to School Rules” (f=14). This theme is followed by the themes “Awareness for Responsibility” (f=12) and “Lovingly Approach” (f=10). The lowest frequencies (f=1) have been the themes “Having Objectives”, “Self-judgement”, “Process of Growing in Maturity”, “Desired Behaviours”, “Maintaining a Standard of Living” and “Self-realisation”. On the other hand, the highest frequency for the category “Disciplined Student” has been the theme “Awareness of Responsibilities” (f=21). This theme is followed by the theme “Respectful” (f=19). The lowest frequencies (f=1) have been the themes “consistent” and “tries to increase life standards”. And the highest frequency for the category “Undisciplined Student” has been the theme “Irresponsible” (f=17). This theme is followed by the theme “Disrespectful” (f=16). The lowest frequency has been the theme “Loser in Their Decisions” (f=3).

Some quotations pertaining to views of teachers towards Student Discipline have been mentioned below:

A student whose motivation lowers performs undisciplined behaviours. The term self-control describes student discipline best. Individuals with self-control abstain from causing social damage. Because they have awareness of themselves and of society. “T15”

Undisciplined student is irresponsible. When the case is a decision and democratic situation, they lose. The fact that they lie can be seen the reason for that. Bad habits are another factor for us to describe an undisciplined student. “T20”

Discipline student is the one who has a certain order in his/her life. They are students who tidy their rooms up without anyone telling them to do so, leave home and come back on time, do their homeworks on time and regularly, have a planned life, spend enough time for playing and entertainment. “T7”

3.3. The views of teachers towards Sense of Discipline they want to constitute

Under this title, the distribution of the frequencies has been shown in Table 3 by dividing views of teachers towards sense of discipline into themes and categories.

Table 3 The views of teachers towards Sense of Discipline they want to constitute

Themes and Views		f	%
Teacher	Love Centered Approach	17	
	Parent-Teacher Communication	14	
	Classroom Order	8	
	Classroom Rules	7	
	Follow-up of Students	6	
Parent	Being Equipped	5	
	Mutual Trust	15	
	Respect to School Rules	13	
	Being In Touch with School	13	
	Performing Model Behaviour	10	
School Management	Interest	6	
	Consistency	5	
	Home Formation	5	
	Communication with Teacher	10	
	Understandable Clear Rules	8	
	Defending Teacher	7	
	Control the Case	5	
	Evaluating Demands	5	
	Explaining Their Own Sence of Discipline	5	
	Equipped Administrators	4	
Environment	Knowing the Environment	4	
	Being Mild Strict	3	
	Negative Behaviours	17	
	Sales of Bad Habitual Drugs	14	
	Sensitivity to School	14	
	Cooperation	14	
	Model Behaviours	10	
	Cultural Differences	5	
	İnternet-Tv	5	
	Advertising of School	3	
	Social Media Use	2	

As seen in Table 3, the views of teachers towards sense of discipline they want to constitute have been evaluated under four categories the highest frequency for the category Teacher has been the theme “Love Centered Approach” (f=17). This theme is followed by the theme “Parent-Teacher Communication” (f=14). And the lowest frequency has been the theme “Being Equipped” (f=5). On the other hand, the highest frequency for the category Parent has been the theme “Mutual Trust” (f=15). This theme is followed by the themes “Respect to School Rules” and “Being in Touch With School” (f=13). And the lowest frequency has been the theme has been the themes “Consistency” and “Home Formation” (f=5). However, the highest frequency for the category School Management has been the theme “Communication with Teacher” (f=10). This theme is followed by the theme “Understandable Clear Rules” (f=8). The lowest frequency has been the theme “Being Mild Strict” (f=3). Finally, the highest frequency for the category Environment has been the theme “Negative Behaviours” (f=17). This theme is followed by the themes “Sales of Bad Habitual Drugs”, “Sensitivity to School” and “Cooperation” (f=14). The lowest frequency has been the theme “Social Media Use” (f=2).

Some quotations pertaining to the views of teachers towards Sense of Discipline they want to constitute are as follow:

Problems arise when self-employed people and other neighbours near the school do not support this view of discipline. The effect of the environment will be negative as long as bad habitual drugs are sold, foreigners and peddlers pose threat. “T15”

Factors such as parents’ cooperation with the school administrators and the teachers, their approach towards their children, the way they view what is happening, their cultural background etc. may have a positive or negative effect on discipline. “T11”

Teachers may not maintain a healthy view of discipline unless the school administrators assist the teachers. A stress medium can occur at school, if they do not have a good-humoured communication with students. “T5”

4. Conclusion and Discussion

In our study where we have taken a look at teachers' perceptions of the perception of discipline at schools: The overall influence of the perception of discipline on teachers, our teachers' general views on student discipline, the differences of the disciplined and undisciplined students have been put forward.

It has been understood that among our teachers' views on the perception of discipline, the categories of order, rules, volunteering and autonomy have been of the utmost priority.

As for our teachers' views on student discipline, the teachers' perceptions on student discipline, disciplined and undisciplined students have been depicted. As a result of this depiction, it has been identified that within the theme of school discipline, "obeying school rules"; within the theme of disciplined students, "awareness for responsibilities"; within the theme of undisciplined students, "irresponsibility" have the highest frequency.

It has been seen that teachers view behaviours not wanted within the society as not wanted also within the classroom discipline and that they have analysed the perception of discipline on this basis. There is a correspondence between the results of this study and Sadık's (2007) study results.

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